Quality Assurance Policy

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1. Overview

The purpose of this policy is to develop, implement, and maintain a high-quality learning and working environment for learners and staff at AA London College. The Quality Assurance Policy provides a comprehensive framework through which the College fulfils its academic, regulatory, and governance obligations, and is designed to support the College's preparedness for compliance with the Office for Students (OfS) Conditions of Registration, particularly Conditions B1–B5 and Condition C1 (Public Information). It defines the academic structures, policies, processes, and regulatory frameworks established by AA London College to safeguard academic standards and to continuously enhance the quality of learners' educational experiences across all programmes delivered by the institution.

In addition to this Quality Assurance Policy, all staff and learners must familiarise themselves with the regulations and procedures contained within individual Programme and Student Handbooks. Some programmes may be subject to course-specific requirements approved by external awarding bodies, validating partners, or regulatory agencies, which must be followed alongside this policy (supporting OfS Conditions B1, B3, and B4). This policy aligns with the following external reference points:

- Office for Students Conditions of Registration
- UK Quality Code for Higher Education (QAA)
- Framework for Higher Education Qualifications (FHEQ) or awarding body standards frameworks
- Awarding organisation and Professional, Statutory and Regulatory Body (PSRB) requirements

2. Vision and Principles for Quality Assurance and Enhancement

AA London College is committed to providing inclusive, high-quality education that meets learner needs, employer expectations, and external regulatory standards. To realise this vision, the College has established an integrated system of quality assurance and quality enhancement processes underpinned by clear principles that guide institutional practice and decision-making.

A shared understanding of these principles ensures that quality assurance and enhancement activities are applied consistently, transparently, and effectively across the College.

3. Assuring and Enhancing the Learner Experience

The College's approach to quality assurance and enhancement extends beyond the maintenance of academic standards. AA London College is committed to fostering a reflective, self-critical, and improvement-focused culture that supports continuous enhancement of the learner experience (in line with OfS Condition B1: Academic Experience). Quality assurance processes are embedded within a structured improvement cycle that monitors performance, evaluates effectiveness, and implements enhancements across teaching, learning, assessment, learner support, and administrative services. The College recognises that all aspects of its operations directly or indirectly influence learner achievement, satisfaction, progression, and employability.

4. Collective Responsibility for Quality

Quality is a collective responsibility at AA London College. All staff members contribute to the maintenance and enhancement of quality within their roles. Clear lines of accountability and responsibility are defined to support this shared commitment.

The College ensures that staff receive appropriate guidance, training, and professional development to enable them to meet quality expectations and respond effectively to self-assessment, target-setting, and continuous improvement requirements (supporting OfS Condition B2: Resources, Support and Staffing).

5. Improving Quality Standards at All Levels

AA London College aims to deliver the highest possible standards of education and learner support within available resources. Quality assurance systems are designed to identify strengths, highlight areas for improvement, and implement evidence-based enhancements in a timely and proportionate manner (aligning with OfS Conditions B1 and B2).

6. Internal and External Peer Involvement

The College recognises that high-quality provision is strengthened through internal peer review and external benchmarking. AA London College aligns its practices with recognised external reference points, including awarding organisation requirements, validating partner standards, and relevant professional or statutory bodies (supporting OfS Condition B5: Sector-Recognised Standards). This approach ensures regulatory compliance, strengthens internal quality systems, and demonstrates accountability to learners and external stakeholders.

7. Learner Engagement and Partnership

Learners are recognised as key partners in quality assurance and enhancement. The College actively seeks learner feedback and ensures that learner views inform decision-making at programme, departmental, and institutional levels (in line with OfS Condition B1). Feedback mechanisms are systematic, inclusive, and transparent, and learners are informed of actions taken in response to their feedback.

8. External Reference Points

AA London College is committed to continuous improvement of standards and performance. The College engages with awarding bodies, professional agencies, and sector guidance to benchmark practice, share expertise, and enhance institutional effectiveness (supporting OfS Conditions B3–B5).

9. Implementation

Quality assurance and enhancement are embedded across all College activities. Staff are actively involved through departmental structures, and learners are informed of quality processes through induction, handbooks, and ongoing engagement. Student Representatives play a central role in quality assurance, contributing to feedback, review processes, and committee discussions.

10. Quality Assurance Mechanisms

10.1 Course and Programme Data

The Academic Team maintains comprehensive, accurate, and up-to-date documentation for each programme, including:

- Programme and Student Handbooks
- Course structures and programme specifications
- Assessment regulations and marking criteria
- Schemes of work and delivery plans
- Internal verification and standardisation schedules

- Awarding body guidance and external reports

Records are maintained electronically to ensure accessibility, data security, and version control (supporting OfS Conditions B3 and B4).

10.2 Course Reviews

Course reviews are conducted at least termly through Academic Committee and Academic Board meetings. Reviews consider learner performance data, assessment outcomes, attendance, retention, learner and staff feedback, and operational effectiveness.

Action plans are developed with clear responsibilities, deadlines, and review points. These reviews form a cumulative evidence base for the Annual College and Course Review (ACCR) (supporting OfS Conditions B1 and B3).

10.3 Target Setting

Targets may be set at College, curriculum, and programme levels for recruitment, attendance, retention, achievement, and progression. Targets are reviewed regularly to ensure that they do not compromise academic standards, regulatory compliance, or learner experience.

10.4 Curriculum and Service Area Performance Monitoring

Curriculum and service areas are reviewed quarterly by the Academic Board. Key performance indicators and risk factors are analysed. Where underperformance is identified, targeted intervention strategies are implemented and monitored (in line with OfS Condition B3).

10.5 Learner, Employer, and Stakeholder Views

Learner feedback is collected through surveys, focus groups, and Student Representative engagement. Employer and stakeholder feedback informs curriculum relevance and employability outcomes.

Feedback outcomes and improvement actions are communicated to learners to ensure transparency and closure of the feedback loop.

10.6 Quality of Teaching and Learning

Teaching quality is monitored through formal lesson observations, peer observations, learning walks, and assessment review. Findings inform staff appraisals, professional development plans, and College-wide enhancement initiatives.

10.7 Action Planning

Action Plans are produced in response to course reviews, audits, external reports, and the ACCR. Each Action Plan includes objectives, responsibilities, timelines, success indicators, and monitoring arrangements. Progress is reviewed termly by senior management and the Academic Board.

10.8 Quality Audits

Quality assurance systems are subject to periodic internal audit by the Principal and/or Director of Standards and Enhancement to ensure effectiveness, regulatory compliance, and continuous improvement (supporting OfS Conditions B1–B3).

10.9 Self-Assessment and Evaluation

The College undertakes an annual self-assessment process involving staff at all levels. The formal output of this process is the **Annual College and Course Review (ACCR)**.

11. Academic Board

The Academic Board is responsible for oversight, monitoring, and enhancement of quality across AA London College.

Terms of Reference

The Academic Board shall:

- Monitor and review academic quality and standards
- Initiate quality enhancement initiatives
- Review academic policies and procedures
- Ensure compliance with regulatory and awarding body requirements
- Promote self-evaluation and sharing of best practice
- Oversee accreditation and validation activities
- Review reports submitted to external bodies
- Maintain audit trails for quality assurance
- Ensure accuracy of public information
- Review academic administrative procedures
- Review teaching, learning, and assessment
- Monitor staff development
- Review learning resources
- Review learner and staff feedback
- Promote a College-wide quality culture

Membership

- Principal
- Head of Academics
- Head of Administration
- Director of Standards and Enhancement
- Student Representatives

Standing Orders

- Meetings held termly
- Quorum requires at least half of members
- Alternates may attend where necessary
- Co-optees and observers may attend without voting rights
- Reserved business may exclude learner representatives

12. Course Development and Review

12.1 Development and Approval of New Modules and Courses

Approval processes are outlined in the Programme Approval and Review Policy, requiring academic justification, resource assessment, awarding body compliance checks, and formal approval by the Academic Board.

12.2 Periodic Review of Existing Courses

Courses are reviewed internally and by awarding bodies every four years for viability, relevance, and suitability, with annual monitoring through the ACCR.

12.3 Course Withdrawal and Student Protection

Procedures for withdrawal or suspension of courses are outlined in the Programme Approval and Review Policy and the Student Protection Plan, ensuring learner progression, communication, and academic support are protected.

13. Annual College and Course Review (ACCR)

The Annual College and Course Review (ACCR) is the College's primary formal mechanism for evaluating academic quality, operational effectiveness, learner outcomes, and regulatory compliance over each academic year. It provides assurance to the Academic Board and Board of Directors that academic standards are maintained, learner interests are protected, and continuous improvement is embedded.

Scope of Review

The ACCR evaluates:

- Recruitment, retention, achievement, progression, completion, and destinations
- Withdrawals and regulatory reporting
- Assessment performance, grade profiles, and achievement gaps
- Learner feedback, complaints, and appeals
- Teaching quality and academic integrity trends
- Equality, diversity, inclusion, safeguarding, Prevent, and student welfare
- Staff performance and professional development
- Resource sufficiency and sustainability
- Strategic risks and compliance effectiveness
- Innovation and enhancement opportunities

Outputs

- Comprehensive ACCR Report
- College-wide Quality Enhancement and Action Plan
- Annual Quality Report to governance and external stakeholders

Procedure

- Evidence collection from reviews, audits, feedback, and external reports
- Programme-level analysis and risk assessment
- Learner consultation via Student Representatives
- Formal sign-off by Principal and Director of Standards and Enhancement
- Scrutiny by the Board of Directors
- Termly monitoring through the Academic Board

14. Academic Standards and Assessment

AA London College maintains academic standards aligned with awarding bodies, the UK Quality Code, and the FHEQ or equivalent frameworks (supporting OfS Conditions B3–B5). Assessment practices are fair, transparent, valid, reliable, and inclusive.

14.1 Internal Verification

Internal moderation and verification (including second marking) ensures that all learners receive fair and accurate assessments, and that the assessment practices are consistent, transparent, valid, reliable, and in line with the standards set by awarding bodies. This process covers both the assessment materials and the assessment decisions. It is crucial that internal moderators/verifiers or second markers possess the necessary qualifications, experience, and expertise relevant to the qualifications they are assessing. The Principal/Head of Academics is responsible for making professional judgments in selecting competent internal moderators/verifiers/second markers. For further details, please refer to the Academic Assessment and Internal Verification Policy, which outlines the comprehensive internal verification process.

14.2 Standardising Assessment Practice

Standardisation meetings are held with the full academic team, including all assessors, Internal Verifiers, and relevant senior management. These meetings are designed to foster a supportive and open environment in which assessors can discuss issues and concerns, ensuring that assessment decisions are valid, fair, and consistently applied. Discussions focus on areas such as updates to standards where applicable, challenges in generating learner evidence, the validity and sufficiency of assessment evidence, variations in assessment approaches, and learner progress. The standardisation process involves the blind marking of comparable learner work by all assessors. Assessment outcomes are then reviewed by the Programme Leader and/or Head of Academics to evaluate consistency and accuracy in grading. Any inconsistencies identified are addressed through targeted guidance, training, and support. Standardisation activities are conducted each term in line with assessment submissions, and assessment practices are continuously monitored through regular team meetings to identify ongoing training or professional development needs.

14.3 External Verification

Once the Internal Verification process is completed, External Verifiers (EVs) are invited to review a sample of the Internal Verifier's work and validate their decisions. The scope and criteria for external verification are set by the organisation they represent. If discrepancies arise during the decision-making process, the College will collaborate with the EV to agree on a course of action and finalise decisions. The College may also initiate additional training to address any identified issues.

14.4 Academic Integrity and Appeals

Academic misconduct is managed under the Academic Misconduct and Plagiarism Policy. Learners may challenge academic decisions through the Academic Appeals Policy.

15. Student Support, Welfare, and Protection

Learner support is delivered in line with the Student Support and Wellbeing Policy, Safeguarding Policy, Prevent Duty Policy, and Student Complaints Policy.

The College operates a Student Protection Plan to safeguard learner continuation, progression, and outcomes in the event of course disruption.

16. Resource Management

Effective resource management underpins the delivery of high-quality education, the maintenance of academic standards, and the protection of learner interests at AA London College, in alignment with OfS Condition B2. Resource management is embedded within oversight by the Administrative Committee and Board of Directors and reviewed through the ACCR.

Resource Management

Effective resource management underpins the delivery of high-quality education at AA London College *(supporting OfS Condition B2)*. The College adopts a strategic and systematic approach to planning, allocating, monitoring, and reviewing resources to ensure that they are sufficient, appropriate, sustainable, and aligned with academic and strategic priorities. Resource management is embedded within Academic Board oversight and is reviewed comprehensively through the Annual College and Course Review (ACCR). Decisions relating to resources are informed by learner needs, curriculum requirements, performance data, and risk assessment.

Physical Resources

Physical resources, including teaching rooms, learning spaces, and welfare areas, must comply with health and safety regulations, be inclusive, and support effective teaching. Regular reviews assess their condition, suitability, and future needs. Mitigation strategies, such as space reconfiguration, are considered when limitations arise. The College ensures these resources promote a professional and accessible learning environment.

Material Resources

Material resources include all equipment, learning materials, and technological tools required to support academic delivery and operational effectiveness, such as IT systems, software, teaching equipment, library resources, and consumables. The College ensures that these resources are current, relevant, and aligned with curriculum and awarding body requirements. Resources are provided in sufficient quantity and quality to support effective learner engagement, achievement, and progression. Material resources are reviewed regularly, with investment priorities identified to maintain academic quality and enhance the learner experience.

Fiscal Resources

Fiscal resources refer to the financial assets, budgets, and financial planning processes of the College. AA London College operates robust financial management systems to ensure sustainability, accountability, and value for money. Financial planning aligns resource allocation with quality assurance and enhancement priorities and supports investment in teaching, learning, staff development, and learner support.

Human Resources

Human resources relate to the skills, qualifications, experience, and wellbeing of staff. AA London College recognises that staff capability and engagement are central to maintaining academic standards and delivering a high-quality learner experience. The College ensures that staffing levels and expertise are appropriate for programme delivery and learner support. Workloads are managed effectively and staff

wellbeing is supported. Human resource planning and development are reviewed regularly to ensure that staff are equipped to meet current and future academic and operational demands.

17. Public Information and Transparency

The College ensures that all published information is accurate, accessible, and up to date, in compliance with OfS Condition C1. Public information is reviewed by the Academic Board and senior management prior to publication.

18. Policy Review and Monitoring

This policy is reviewed annually by the Academic Board and approved by the Board of Directors. Amendments reflect regulatory changes, awarding body requirements, and institutional performance.

19. Related Policies

- Academic Assessment and Internal Verification Policy
- Programme Approval and Review Policy
- Student Protection Plan
- Academic Misconduct and Plagiarism Policy
- Academic Appeals Policy
- Student Complaints Policy
- Student Support Policy
- Safeguarding Policy
- Prevent Duty Policy
- Equality, Diversity and Inclusion Policy
- Staff Development Policy
- Public Information Policy
- GDPR & Data protection policy